

**AN EVALUATION ON SPEAKING EXERCISES OF *COMMUNICATIVE  
AND INTERACTIVE ENGLISH FOR JUNIOR HIGH SCHOOL*  
BASED ON CURRICULUM USED  
IN SMP 18 MALANG**



**PUBLICATION ARTICLES**

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by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION  
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## ACCEPTANCE

## PUBLICATION ARTICLE

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**ABSTRACT**

The objective of this study is to evaluate the suitability of Speaking Exercise in English textbook with School Based Curriculum of SMP 18 Malang.

The writer uses a documentary analysis as the method of collecting data. The data are taken from *Communicative and Interactive English for the Second Grade of Junior High School*, written by Drs. Otong Setiawan Djuharie, M.Pd and published by Yrama Widya .and analyzed by comparing speaking materials in the textbook with speaking materials in the School Based Curriculum.

The results of this study show that 13 indicators out of 21 indicators match to the exercises. And percentage matching indicator for this book is 61,9 % . This percentage is good according to the schema of quality classification of Suharsimi , that states Interval Percentage 56-75 % is good.

***Key words : Evaluation, Speaking exercises, Based on Curriculum In SMP 18 Malang***

**A. INTRODUCTION**

Language Teaching Material is one of the elements in the language teaching process. A textbook as a teaching medium is used to present the material in schools. In English teaching, textbook is really needed. It gives support to the teaching-learning process, “The presence of a textbook is necessary to support teaching learning process” (Brown, 1994:143). Nowadays there have been many English textbooks published to fulfill the need of English textbooks. Due to this condition it is the task of the English teacher to choose a textbook that is

appropriate to his/her students. This is because there is no perfect book that can fulfill various kinds of students' needs. "No course book designed for a general market will be absolutely ideal for particular group of learners" (Cunningsworth, 1995: 5).

Evaluation on English textbook is really needed to get the appropriate English textbook that is suitable with the learners' needs. Evaluation is meant to gain information as a decision making-based. From the information that is gotten the teacher can choose the most suitable book for his/her students. "Evaluation is a matter of judging the fitness of something for a particular purpose. Evaluation is concerned with relative merit. There is no absolute good or bad-only degree of fitness for the required purpose" Douglas (1994) in Hutchinson and Waters, (1994:96).

From the reasons above the writer consider that selecting a good textbook is also important. A good textbook should be suitable with the curriculum in order to support the success of teaching-learning process. And the content from this book is interest to can be analyzes because there are 4 skills used that is Listening, Speaking, Reading and Writing ,in this paper the writer evaluate about Speaking Exercises. It is because speaking skill is one of the four language skills, beside listening, reading, and writing skill, that are very important skills in studying English. Because the students who can speak English will be able to pronounce correctly and understand many words with fluent speaking, they can express their ideas correctly and can communicate well. Learning to speak English is aimed to develop the students' skill in communicating it in speaking. It means the approach 'Let's talk about something' that is usually used in learning conversation is changed into 'Let's do something with language'. By mastering English, students are hoped to know really what they are, they know their culture and other's culture, and enable to show or reflect their ideas and their feelings.

## **B. RESEARCH METHOD**

The writer conducts descriptive research because the writer is going to investigate whether or not the language skills materials in Communicative and

Interactive English for the Second Grade of Junior High School textbook are compatible with indicators in language skills of School based curriculum.

The data are speaking exercises, the data are taken from the English textbook entitled “ Communicative and Interactive English for the Second Grade of Junior High School “, And the data source of this study is the English textbook entitled “ Communicative and Interactive English for the Second Grade of Junior High School “ and syllabus for Junior High School Grade Eight according to School Based Curriculum. The writer uses a documentary analysis as the technique of collecting data. According to Guba and Lincoln in (Moleong ,1989 : 176) documentary analysis is each material or film. Documentary analysis consists of personal documentary (diary , personal letter and autobiography), formal document and content analysis.

## C. RESEARCH FINDING AND DISCUSSION

### 1. RESEARCH FINDING

There are 22 unit, used in “*Communicative and Interactive English for the Second Grade of Junior High School* “ textbook . Every unit has a function to help the teacher in conveying a lesson to students. With the presence of books a companion is expected to students can understand more material that is taught by their teacher.

The indicators of speaking skill suggested by the School Based Curriculum and developed in the textbook

No	Indicators in the school based curriculum	The indicators developed in the textbook	Compatible	Not Compatible
1.	Asking, giving and refusing service	-	-	V
2.	Asking, giving and refusing items	-	-	V
3.	Admitting and denying fact	Expressing confession and denial	V	-

		U4/CI/56 , U4/CI/P57		
4.	Asking, giving and refusing opinions	Asking and giving opinions U6/CI/P80, U6/CI/P81, U19/CI/P268	V	-
5.	Accept and refusing an invitation	Making accepting and refusing an invitation U2/CI/P26	V	-
6.	Agreement and Disagreement expression	Students are able to give and respond to expressions of agreement and disagreement U5/CI/P65, U5/CI/73	V	-
7.	Compliment expression	-	-	V
8.	Congratulation expression	Students are able to give and respond to expressions of congratulation and appreciation U3/CI/P42	V	
9.	Doing oral speeches according to the short functional text as invitation	Students can make dialogues an invitation according to the short functional text U2/CI/P27	V	-
10.	Asking a question and answer the information according to the short functional text as invitation	-	-	V
11.	Using a short monologue in the form of descriptive	Students can give simple description about specific objects/people orally	V	-

		U7/CI/P101, U18/CI/P253		
12.	Using a short monologue in the form of recount	Students telling about one's daily activities U14/CI/P220	V	-
13.	Using a short monologue in the form of narrative	-	-	V
14.	Asking and answering about responding a statement	Preference U21/CI/P286	V	-
15.	Asking and answering orally various info the text of the announcement and a short message	-	-	V
16.	Asking and answering about offering, asking and refusing something	Asking for and offering help U1/CI/P21	V	-
17.	Giving attention to interlocutor	-	-	V
18.	Started extend shut the conversation	Initiating a conversation U22/CI/P305	V	-
19.	Started extend close a telephone conversation	Handling telephone conversation U11/CI/P177, U11/CI/P178	V	-
20.	Expressing orally text functional the announcement, invitation, a short	-	-	V

	message			
21.	Asking a question and answer the information according to the short text as recount and descriptive	Students can answer orally the information according to the short text as recount and descriptive U7/CI/P98, U18/CI/P255	V	-
			13	8

After analyzing the textbook entitled *Communicative and Interactive English for the Second Grade of Junior High School*, the writer found that the total number for speaking skill are 13 indicators out of 21 indicators. And the writer gives the percentage to judge whether the speaking exercises of *Communicative and Interactive English for the Second Grade of Junior High School* are compatible or not with the School Based Curriculum. The writer uses the theory from Walizer.

$$P = \frac{f}{N} \times 100 \%$$

$$\begin{aligned}
 P &= \frac{13}{21} \times 100 \% \\
 &= 61,9 \%
 \end{aligned}$$

Based on schema of quality classification (Suharsimi: 1993), the score of speaking materials in English textbook entitled “*Communicative and Interactive English for the Second Grade of Junior High School*” is good because the score is 61,9%.

## 2. DISCUSSION

From the discussion above the writer found that the total number for speaking skill are 13 indicators out of 21 indicators. And the writer gives the



percentage to judge whether the speaking exercises of *Communicative and Interactive English for the Second Grade of Junior High School* are compatible or not with the school based curriculum. And percentage for this book is 61,9 % , this percentage is good score because schema of quality classification , based on Suharsimi said that Interval Percentage 56-75 % is good. 13 indicators that are presented with speaking exercises in the textbook. Indicators that are presented with speaking exercises in the textbook are *Expressing confession and denial , Asking and Giving Opinions, Making, accepting and refusing an invitation, Expression Agreement and Disagreement, Congratulation Expression, Doing oral speeches according to the short functional text as invitation, Using a short monologue in the form of descriptive, Using a short monologue in the form of recount, Asking and Answering about responding a statement, Asking and answering about offering, asking and refusing something, Started extend shut the conversation, Handling telephone, Asking a question and answer the information according to the short text as recount and descriptive.*

Then, the indicators that are not presented in the textbook are *Asking, giving and refusing service , Asking, giving and refusing items, Compliment expression, Asking a question and answer the information according to the short functional text as invitation, Using a short monologue in the form of narrative, Asking and answering orally various info the text of the announcement and a short message, Giving attention to interlocutor, Expressing orally text functional the announcement, invitation, a short message.*

## **D. CONCLUSION AND SUGGESTION**

### **1. CONCLUSION**

After discussing the English textbook entitled “*Communicative and Interactive English for the Second Grade of Junior High School* “ with School Based Curriculum, the writer finds that the content of the textbook has percentage of compatibility 61,9 % for speaking exercises. Based on the percentage, referring

to schema of quality classification proposed by Suharsimi (1993), it is concluded that the quality of speaking materials in the textbook is good.

The writer concludes that the English textbook entitled *Communicative and Interactive English for the Second Grade of Junior High School* is good to be used in the second grade of junior high school, especially for speaking materials, because the content of the textbook has percentage of compatibility 61,9 % for speaking exercises. But the writers book must revise by adding speaking materials that are suitable with indicators in the School Based Curriculum, especially in speaking exercises.

## **2. SUGGESTION**

Based on the result of the analysis the textbook, the writer gives some suggestions to :

### **1. The writer from the Textbook**

The writer hopes that the writer from the textbook can add the speaking exercises in this book appropriate with student's ability and knowledge. Then indicators in the textbook must be suitable with indicators in School Based Curriculum.

### **2. The English Teacher**

The English teacher should be choose this book because this book is good to used in teaching learning process because this book is suitable with curriculum, but the teacher must complete with the other textbook to combined with this textbook to the students because with textbook the teacher can explain about the materials as a clearly to the students.

### 3. The other researchers

The writer hopes that the results research can give benefits to the other researchers to additional reference in their researches.

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